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Bi-annual

## Place and Role of Women in Educational Management

The convention of ANTRIEP has been organising an international seminar followed by an annual meeting of the member institutions. The next ANTRIEP seminar will be held at the South-East Asian Ministers of Education Organisation, Regional Center for Educational Innovations and Technology (SEAMEO-INNOTECH), Diliman, Quezon City, The Philippines from July 5-7, 2004. As in the past, this will be followed by the network meeting on the next day (July 8).

### ***In this issue...***

<i><b>Place and Role of Women in Educational Management</b></i>	<i><b>1</b></i>
<i><b>Women in Educational Management in South Asia</b></i>	<i><b>3</b></i>
<i><b>Challenges for Women in Higher Education Management in India</b></i>	<i><b>6</b></i>
<i><b>Role of Women in Educational Management in Pakistan</b></i>	<i><b>10</b></i>
<i><b>Role and Status of Women in Korea's Educational Management</b></i>	<i><b>13</b></i>
<i><b>Role of Women in Educational Management in Bangladesh</b></i>	<i><b>16</b></i>
<i><b>ANTRIEP Workshop on Successful School Management</b></i>	<i><b>18</b></i>
<i><b>News from Member Institutions</b></i>	<i><b>18</b></i>
<i><b>ANTRIEP Member Institutions</b></i>	<i><b>20</b></i>

The theme selected for this year's seminar is "Successful School Management in Asia". We are happy to inform the readers that International Institute for Educational Planning, Paris has initiated research on successful school management as a part of ANTRIEP research activity. The member institutions have accordingly undertaken school based case studies in the region as part of the research study. The case studies and a synthesis report of the cases will be presented in the seminar.

With an encouraging response from our member institutions, national governments, international and bilateral agencies and many individual experts, this seminar, like the previous ones, will be an important event in strengthening the networking activities and provide a good opportunity for reinforcing and creating linkages with agencies and institutions beyond the member institutions.

The theme of this issue of the Newsletter is "Place and Role of Women in Educational Management". The responses have been encouraging and prompt from the member institutions, who have contributed articles on the theme, reflecting their country experiences. Articles included in this issue are from NIEPA (India), KEDI (Korea), AKU-IED (Pakistan), NAEM (Bangladesh) and UNESCO's Regional Bureau for Education in Asia and the Pacific, Bangkok.

The article on "Women in Educational Management in South Asia" by Ms. Jensen of the UNESCO's Regional Bureau for Education in Asia and the Pacific presents international concern for gender equity. The paper presents empirical evidences of the absence of women in managerial positions in some of the South Asian countries and explains several reasons for the same.

The paper from India focuses on women in higher education management. In India, a large number of women are entering work-force in all sectors including non-conventional sectors. The article argues the need to have more women into senior administrative positions, as women are more effective as managers.

The paper from KEDI (Korea) examines the extent of women in teaching and administration at different levels. The proportion of women among school inspectors at lower level has increased as a result of policy of open selection but at senior level there is bias against women.

The article from NAEM, Bangladesh, expounds the changing scenario of women's participation in work-force in general and their role in educational management in particular. Proportion of women at higher and middle level management positions in education is still quite low. The paper elucidates some of the challenges, women have to face as heads of schools, particularly in the absence of proper support system.

The article from IED-AKU, Pakistan, points that the gender sensitive government policies are promoting equal opportunities for women to take up leadership position.

Despite varied socio-cultural context and educational development, the proportion of women in educational management and administration is not only marginal but also conspicuously absent at higher and middle levels in most countries. Conscious policies and deliberate attempts by some governments have helped to induct women into managerial positions. Rarely women are found to be present at top administrative and management position. It is only an exceptional case and not as a matter of normal situation. Similarly, in some countries, exclusive schools/colleges/universities for women, have helped to promote women reach top-level positions and higher places. The problems and reasons for low participation of women in management are common across the region like cultural, social household responsibilities, and bias against women.

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The January-June 2004 issue of the ANTRIEP Newsletter will focus on **Successful School Management Case Studies**. The member institutions are requested to send their contributions to the Editor not later than 30 April, 2004.

# Women in Educational Management in South Asia\*

## The Context

The Dakar Framework for Action (DFA), adopted unanimously by 164 countries in Senegal in April 2000, resolved that gender disparities should be eliminated by 2005 and gender equality in education be achieved by 2015. However, the latest monitoring report finds 128 countries at risk of not achieving the 2005 goal, and 54 of the 128 at risk of not attaining gender parity in both primary and secondary education by 2015. Since no specific indicator exists for the gender equality goal, it may be difficult to say anything in terms of the quantitative progress made in this direction.

‘Gender and Education for All: The Leap to Equality, the Monitoring Report, 2003-04’, makes it clear that many countries in Asia and Pacific Region are far from attaining any of the two Dakar gender goals; and that concerted efforts and well-targeted strategies are needed to get anywhere close to the goals.

## What Does Gender Equality in Education Imply?

Gender equality is not just about ensuring that the numbers are right in place, that is, all girls and boys go to school. It also entails that teaching-learning processes and materials are gender fair; and boys and girls are equally empowered to make informed non-gender-stereotyped decisions about their education and employment. Towards this, both girls and boys need to be taught leadership roles, especially prepared to participate in decision-making at various levels. The little research evidence on gender in Asian classrooms indicates that extra-curricular activities and teaching-learning processes are promoting leadership skills and responsibilities to a much lesser extent in girls than in boys. For example, a recent UNESCO-supported study in Lao PDR shows that boys are made heads of class while girls serve as their deputies or as heads of the cleaning teams.

Change in the education system is needed at many levels, but most crucially in schools, as school is a key element in attracting children and in convincing hesitant parents to send their girls to school.

## Teachers on the Front Line

Teachers are on the front line of the education management system. They manage children’s learning, relationships with parents and curriculum delivery. Teaching is one of the most gender-biased professions in the world: either overwhelmingly female (as in many Central Asian or South East Asian countries) or overwhelmingly male-dominated, as in South Asia.

Neither of the two scenarios, described above, is desirable. Both boys and girls need same-sex role models and need to be exposed to both-gender role models in their school life. While many children come to school at the age of six or seven with fixed ideas about gender roles, the school system has an important mission in challenging these stereotypes and exposing children to various role models. Far too often, however, the formal education system reinforces traditional stereotypes.

In all countries, the percentage of women decreases as we climb the educational ladder and in many countries, percentage of female teachers at the secondary level declines (although, as in Mongolia, they may still constitute the majority). In China, for instance, women at the secondary level constitute only 35% of the highest-ranking secondary “senior” school teachers; 45% of the second-rank teachers; and 53% of the untitled teachers.

While research in a number of countries in South Asia has documented that a female teacher’s presence in a school increases the enrolment rates of girls because she simply represents a security assurance for the parents, it is not automatic that a female teacher will have a positive impact on learning outcomes and girls’ education. Some education managers and government officials mistakenly make this assumption, (i.e., studies have even shown that sometimes female teachers are more conservative than men in upholding and transferring stereotyped behaviour to girls). The belief that female teachers are better for small children because they are more gentle, caring and motherly is another widespread belief. In Pakistan, some parents send their young boys to girls’ schools, where there are female teachers because they feel that male teachers are too harsh. This may be true, but efforts should be to change

\* This article is primarily based on materials from South Asia, in particular Nepal, from where most research evidence is available.

and refine male teachers' approach and attitude and train them to deal with small children, rather than reinforcing and maintaining the stereotype that women are naturally gifted to do so.

There is a dire need to include gender sensitivity and awareness-raising inputs in pre-service and in-service teacher training curricula, targeting both male and female teacher trainees. Some of the countries have started adding a module on gender in pre- or in-service teacher training, but it usually comprises a very small part of the curriculum. And to what extent it is effective is another question. In general, hardly any research has been conducted in Asia on what is happening in classrooms and in the school compounds: how male and female teachers interact with boys and girls, what the relations are between students, and in what ways, gender stereotypes are transmitted and reinforced.

Over the past ten years, a number of governments, especially in South Asia, have tried a variety of strategies to increase the number of female primary school teachers. These range from lowering the qualifications (India), hiring local (female) teachers (Lao PDR), creating female feeder hostels to increase the supply of female teacher candidates (Nepal), and instituting a policy of one female teacher per school (Nepal) to organizing mobile female teacher training teams (Pakistan). Some strategies have proven more effective than others, but all these efforts are usually difficult to scale up. For instance, despite policies in place, the ratio of female teachers in the Nepalese teaching force has increased very marginally over the past decade, mainly due to weaknesses in implementation of policies and monitoring of the good intentions. In many countries, (male) teachers are politically active and are important instruments for politicians in the capital to reach out to their constituents. Interviews with district education officers in Nepal, who have the authority to appoint teachers, reveal that they could not achieve the target quota of female teachers mainly for two reasons: (i) interference from the (male) minister or an MP to nominate a man; and (ii) women's reluctance to go to very remote areas.

When women are reluctant to go to remote rural areas to take up teaching positions – or that their families forbid them to do so – is understandable in cultures, where women living alone are easy targets for sexual harassment and abuse. Violence in and around the school has only recently become an emerging research topic. So far, there is only anecdotal evidence and much more documentation

and research need to be undertaken. In an article in a recent issue of *EQUALS*, Janet Raynor recounted coming across 12 cases of serious abuse (sexual harassment, rape and murder) of school girls and female teachers, based on newspaper reports in Bangladesh over a period of two months (April to June, 2003). Probably, these are only the famous 'tip of the iceberg' stories that made it to the newspapers. As Raynor points out at the end of her article, "Women and girls need to be taught about their rights, and men and boys about the 'wrongs' of sexual violence....rather than bringing schools closer to girls to reduce the running of the gauntlet, shouldn't we throw down the gauntlet and challenge sexual violence directly?" Some people may say, what does this have to do with educational management? A lot. While violence is deep rooted in cultures and in the way people are socialized, national and school management policies need to be put in place and implemented sanctioning violent behaviour in the school environment. Numerous anecdotal evidences show that female teachers suffer harassment from superiors in the educational management hierarchy, when they collect their salaries or when it comes to promotions or transfers. More research needs to be undertaken to obtain a comprehensive picture of the scope and nature of harassment in the education systems and how the problems are currently being dealt with.

Being the only female teacher among a group of six or seven males is not easy either. A critical mass of women totalling at least 30% of the total number of teachers should be the rule, so that they can support one another. In Western China, a project supported by DFID has established an informal network of female head teachers who meet periodically to share their difficulties as female head teachers and provide mutual support. Many more initiatives like this should be undertaken and supported.

Women's participation in Parent-Teacher Associations (PTAs) or School Management Committees (SMCs) varies a great deal in the region. In Nepal, for example, membership is reserved for women in these committees and associations. However, as long as women are not given training in participating and expressing their views, membership makes little difference. During a school management committee meeting in a South Asian country, I saw a woman sitting at the door-step of the building, half in and half out. At the end of the meeting, it was found that she was the female member of the SMC. Although women's marginalisation is rarely as obvious as this, women are hesitant to speak up and often take

the back seat. Gender training for both men and women needs to be both at school and community levels. It is essential to impart systemic training to women members to participate in discussions and also to develop skills for negotiation, assertiveness and planning.

### **Climbing the Educational Ladder**

Irrespective of whether majority of primary school teachers are female or male, as a rule, and almost without exception, the number of female head teachers is very low. In Thailand and the Philippines, less than 10% of the head teachers are female. In Nepal, with one of the lowest female teacher rates in the world (23%), the percentage of female head teachers is as low as 4.4%. At higher up in the educational management hierarchy like district education officers, provincial level officers or the senior positions in Ministries of Education in Asia, normally women are blatantly absent. Though Pakistan is doing remarkably well in terms of maintaining a gender balance (due to the single sex education system) up to the district level, however, above that level, women are yet palpably missing from the education management scene in any other country.

An institutional analysis undertaken in Nepal (1999) showed that there were no female district education officers (out of 75), and no regional directors (out of 5), and the number of female section chiefs amounted to 4 (just 14.8%). There were no female Directors or any female officer above that level. The qualitative research analysis, based on interview with men and women in the Department of Education, revealed quite an open and subtle discrimination against women.

In many countries, men's informal networks function as the equivalent of secret brotherhoods, providing support to individual members and pushing up their promotions. Women have no place here. They have not built similar strong networks to claim any privileges for its members. In the Nepal study, women complained that they did not receive the same amount of assistance, feedback and guidance from their – usually male – colleagues and supervisors as men did. Many of the women interviewed believed that adequate career counselling and the presence of successful women role models would enhance their progress at work as well as their choice to pursue high status careers. The lack of formal networks in the form of teachers' organisations and women's active participation therein is a critical lost opportunity to mobilize and strengthen their ranks, their professionalism and their voice.

The issue of promotions was also analyzed in the study conducted in Nepal. Findings reveal that while it takes men twelve years on an average to be promoted (from class III to II - Director Level), it takes five more years for women to be in that position. While men receive, on an average, 3.6 weeks of in-country training during their professional life, women receive only 2.5 weeks of training. Furthermore, whilst 30% of male professionals earned national medals for excellence, only 14% of women could do likewise.

The absence of women both in head teacher and higher management level positions is often attributed to the lack of their own motivation or willingness to take up management responsibilities. While there might be an element of truth in this statement, (due to women's higher workload, family responsibilities or lack of self-confidence), the big question also is to what extent women are actively encouraged or discouraged from applying for management positions. More research in this area, combined with career counselling, is essential to encourage women to aspire to and apply for higher level posts.

Contrary to the situation in most of the South Asian countries, the teaching profession is dominated by females in Central and East Asia, from pre-school to, at least, lower secondary school levels. Yet, women are still absent from higher decision-making positions. When a high-ranking male decision-maker in Mongolia was recently asked the reason for women's absence in high-level education positions in government, he said that in Mongolia, the situation was very difficult and men were needed to take the necessary difficult decisions. Likewise, a Nepali gentleman put it thus, in the above cited institutional analysis: "Women are not bold enough to make tough decisions." As if, administrative decision-making requires physical strength and muscles.

Women's domination in the teaching force in a number of countries is, to a large extent, linked to teachers' low and, in certain countries, irregular pay, as well as the low status of the primary school teacher in the profession. The stereotyped perception that women are better in dealing with small children and that, being a teacher is one of the few professions suitable for women are also the factors for the higher number of female teachers. It is like the chicken and egg story: Do teachers get low pay because of the feminisation of the profession, or is it difficult to get salaries raised because most teachers are

women married to men who are expected to bring home the family income?

Having women at the top of the educational management hierarchy does not, of course, ensure that policies are more gender-responsive, just as having female teachers in schools does not necessarily lead to more gender-responsive teaching-learning processes. Awareness raising and training are needed both for men and women to be able to plan, implement and evaluate education policies and gender-responsive interventions. A critical mass of women at high level positions would, no doubt, show that women are just as capable as men, which in itself is an important message to convey.

### Conclusion

Except the teacher level, not much information is readily available on women in educational management. A search on the Internet confirms this. Female teachers are seen as a means to an end (getting more girls into school), but beyond this, little effort is made to ensure gender equity (not to mention equality) at other levels of education management systems. The impact that more gender-fair education management systems would have on promoting gender equality in education at large has so far been overlooked. A quick review of the existing EFA plans in Asia shows that none of them is addressed

to the issue of bringing a better gender balance to the group of the national cohort of head teachers. What is, therefore, important is to begin somewhere.

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## Challenges for Women in Higher Education Management Initiatives in Capacity Building in India

### The Context

The demand for gender equality and equal opportunities of women in all spheres of activity including education has become an important issue. It is observed that all over the world, women's access to higher education has increased significantly. In the USA, Canada, Western Europe, Australia, New Zealand, Hong Kong, Malaysia, Singapore and Thailand women today make up over 50% of all undergraduate enrolments. In India, the enrolment of women in higher education has also made significant progress from a mere 10% in 1950-51 to nearly 35% in 1998. Nearly 2.6 million women students are enrolled in higher education. Though women are still concentrated in the traditional female oriented programmes, the trend

is changing fast with more women taking to science, engineering and other emerging areas of study.

With an increased access and participation in higher education, a large number of women are entering the work-force in all sectors including the highly male dominated sectors like army, police, business etc. Teaching has always been an accepted profession for women, especially at the lower levels of education. As far as higher education is concerned, while there are women faculties, a large number of them are at the lower levels. The number of women in senior positions, especially at the managerial and decision-making levels is very small and this is true all over the world.

## **Status of Women in Senior Positions in Higher Education**

India has a very large system of higher education. There are over 250 universities, including deemed universities, institutions of national importance, technical universities etc. There are five universities exclusively for women. There are over 12,000 colleges, and of this, over 1300 are exclusively for women.

In general, in India, it is very difficult to get gender segregated data. As there was no readily accessible data regarding the positions occupied by women at different levels in higher education, a survey was carried out by Rajput (2002), which revealed some interesting trends. The sample consisted of 90 universities and 132 colleges from all over India. Data were obtained both about the administrative and academic leadership positions held by women. Overall, it was noted that, in senior administrative positions like vice chancellors, registrars, finance officers, librarians etc., women accounted for less than 10%. In senior academic administrative positions like Deans, Directors, Heads of Departments etc., again there were less than 10% women. Mainly where there were women, they came in because of the rotation system. Another feature, that was noticed was that these women were by and large from the social sciences or humanities faculties, whereas in various committees like the academic council, board of studies, finance committee, etc., their representation was only nominal.

It is evident from data, that the percentage of women at all levels of decision-making is very small, be it in the administrative or academic hierarchy. In fact, as the level goes higher, the percentage share of women goes down. Women head the five exclusive women's universities of India by the statutory provision. Only 92% of the exclusive women's colleges are headed by women, as there is no statutory bar for men to head the women's college.

In recent times, there has been a growing awareness about this status of women in higher education leadership. Several questions are being raised. Some critical issues, which are not only relevant in India but also all over the globe, are:

- Why are there so few women in senior positions in higher education?
- Why do we want more women in senior positions?
- How to bring more women to senior positions in higher education?
- What are the roles and responsibilities of women as leaders in higher education?

## **Women and Academic Leadership**

When we talk of women in any context, it should be recognized that they are not a monolithic group. Women come from diverse backgrounds, especially in a pluralistic country like India with varying socialisation and upbringing, depending on the class, caste, region and religion. Further, their varied education, exposures and experiences make them a highly heterogeneous group. There cannot be one intervention or one approach that would help all women to become leaders. Their diverse needs and backgrounds require different responses.

Quite often, leadership is taken to be synonymous with hierarchical position or the office one holds in an organisation. Leonard and Sigall (1989) provide a broad definition of leadership to include all those activities in which the person takes a stand, gathers support, pushes for something and is recognized as a participant in the struggle for change. A person may occupy a position or office in the hierarchy and may not be a leader. Similarly, a person can be a leader without occupying a designated office. According to Gilligan (1982), a woman needs more than just the traditional leadership skills to be a leader. She needs to be able to speak for herself as a person, for herself as a woman, and for her constituency of women. She needs to be able to address and identify causes that impact women directly and differentially. Understanding these issues and acknowledging their importance are necessary, if one were to put them on the agenda, despite lack of support from those who may trivialise these concerns or give them very little priority.

Leonard and Sigall developed an interesting leadership matrix for women leaders. The two variables in this matrix are degree of leadership skills and concern for women's issues.

A woman high in leadership skills would be the one who has a clear vision and can carry people along with her. Awareness of women's issues involves the recognition of women's needs and problems. This brings us to the issue of interventions required for capacity building for an integrated leader with leadership skills combined with concern for women's issues. It cannot be assumed that all those women who occupy an administrative position will show leadership qualities or skills. However, being in a position of authority and decision-making facilitates in providing leadership and bringing about the desired changes.

## **Why Are There So Few Women in Senior Administrative Positions?**

The data regarding the status of women in managerial positions in higher education revealed that their presence is very limited, compared to men at all levels. This is true of not only the educational sector but all sectors. In fact, comparatively, women are better off in the education system than in many other highly male dominated occupations. This aspect has attracted the attention of several studies and several factors have been identified to explain the limited participation of women in senior positions. Interviews, personal discussions and focus group discussions with women have brought out several factors, which may be broadly classified as personal, social and structural. Some of these are briefly discussed here.

Personal factors pertain to the psychological attributes including personality characteristics normally associated with women. Austin (2000) argued that the oft-blamed 'glass ceiling' is no longer the most significant barrier holding women back from top managerial positions. She further pointed out that the self-imposed psychological glass ceiling, the invisible but powerful thoughts and feelings stand in the way of real achievement and influence every decision that women make in their lives. The origin for some of these personal traits may be traced to certain social factors. These pertain to the process of socialisation, cultural barriers, lack of support from family, not being taken seriously, lack of network for coping with the "chilly climate" in the campus etc. Above all, the stereotype that exists in society is a major hindering factor. Women are first 'seen' as 'women' and then, only as a professional. Another important factor is the 'invisibility' of women due to cultural socialisation. Women are invisible to men who are generally in key positions to select. Even if it is not at the conscious level, bias in recruitment to senior positions cannot be ruled out.

The existence of 'glass ceiling' cannot be ruled out completely. Structural barriers do exist restricting women's entry into senior positions. Certain criteria like age, length of experience etc. exclude women even from competing. The composition of the selection committees very often has no women on the panel. Men on the selection committees are looking for other men to occupy senior positions. The 'old boys' network is a strong force that keeps women out. There is a lack of women 'friendly policies' and very few organisations have specific agenda to bring in more women to senior positions. For example,

at the University of Michigan in the US, there is a conscious effort to bring in more women to senior positions by declaring publicly a positive agenda for women. Another interesting factor is the 'pipeline theory', which asserts that there are not enough qualified women available. This happens because women get limited opportunity for exercising leadership.

It should be pointed out here that the number of women in senior positions is insignificant because of a combination of all these factors. The challenge is how to change this situation. There is no single solution. We need different and multi-pronged strategies to tackle the issue.

## **Why Do We Want More Women in Senior Administrative Positions?**

Several arguments have been advanced for bringing more women in senior administrative positions, especially in the university sector. Since half of the human resources are women, by leaving them out, the institutions are missing the vital inputs that women with their own unique strengths and perceptions could make their forte. Research evidences have clearly shown that women are equally gifted, talented and competent in scholarship, leadership, management and policy-making. In fact, it is being increasingly realised that in the current democratic set up, the control and command style of men are less effective than the collaborative and cooperative style of women managers. By not inducting women into decision-making positions, women's unique talents stand under-utilised. There is also a need for women as role models to transmit the message to young women that it is normal, attainable and non-'unfeminine' to be in senior administrative positions in the university. The domination of men in senior administrative positions means that women students lack role models. There is a need for women to be more publicly seen as successful leaders and achievers.

Another important reason why we need women in leadership position is that, unless there are gender-sensitised men, women's issues and problems would get marginalised and trivialised not to get the attention they deserve. So far, women have been left behind in the process of development, being perceived only as targets of development through welfare-oriented approaches. However, there is a growing rethinking that women should be given the opportunity to realise their full potential and be made equal partners along with men in all developmental activities. They also need to



be involved in the process of policy-making and decision-making activities. This raises further the importance of the issue.

### **How to Bring More Women to Senior Administrative Positions?**

Earlier three types of barriers holding women back from senior positions were identified. Different strategies are required to overcome these barriers. To overcome the psychological glass ceiling and personal inadequacies, capacity building exercises are needed to help women realise their potential. It is essential to understand and identify the special needs of women and the specific problems faced by them and design programmes to meet these challenges. A study by (Indiresan, 1992) on a sample of women principals of colleges, 10% reported that men or women, the problems faced in administration were the same. The other 90% reported that because of their gender, they faced specific problems related to work, values, gender, social and self.

It is rather difficult to handle the social factors. The discrimination, inequality and gender stereotype that exists in society, cannot be wished away easily. The socialisation of the girl child at home, especially from very conservative and traditional family background, bounded by age-old cultural moorings, cannot be changed overnight. Parents and the community need to be gender-sensitised to the social changes that are taking place all around. Above all, women need to be equipped to handle and face the challenges of gender stereotype, bias and discrimination that they confront in all aspects of their life.

The structural barriers are, however, the easiest to correct, provided there is a will and the vested interests do not hamper the desired changes. Some specific suggestions, that have emerged from the various deliberations, are: (i) deliberate efforts need to be made by formulating appropriate policies and laying down procedures to identify, mentor and induct more women in senior positions; (ii) all universities and other institutions of higher education should record and publish data on gender distribution of administrators at all levels; (iii) a letter may be sent to all women faculties asking whether they would like to be considered for nomination to committees and boards and other decision-making bodies in the university and compile a panel; (iv) women members are included in all selection and promotion committees; (v) selection committee members to be oriented to non-sexist interviewing; and (vi) relaxation may be made in

the conditions like age limit and length of experience in the case of women found to satisfy other essential qualifications.

### **Capacity Building Initiatives in India**

All over the world, efforts are on to provide capacity building programmes exclusively for women in higher education management. Commonwealth Secretariat under their CHES programme have been conducting training workshops for women in higher education management in several South Asian countries. One such programme was conducted in Delhi, in India in collaboration with the University Grants Commission in 1998. This was a training of trainers programme to a select group of senior women administrators from all over the country. As an outcome of this effort, experts in this area prepared a set of seven training manuals. These manuals were: (1) Women and Governance; (2) Women in Academic Leadership; (3) Personal and Professional Roles; (4) Women and Research; (5) Women Studies as a Catalyst. (6) Facilitators Handbook; and (7) Survey of Women in Higher Education Management in India. In addition, a Bibliography on Women in Management has also been prepared. These manuals were tested in two different workshops. Currently, supported by National Assessment and Accreditation Council (NAAC), five regional workshops on Capacity Building for Women in Higher Education Management are being carried out in different parts of the country to develop a pool of trainers and potential women for leadership positions. It is proposed to replicate more such programmes to reach a larger number of women to create a large and critical mass of women who can be inducted into higher education management. Even before the initiative of the Commonwealth Secretariat and its support and realising the need for such capacity building programmes, the National Institute of Educational Planning and Administration has been conducting for the past several years exclusive three weeks orientation programmes for principals of women's colleges.

It is hoped that, with such initiatives, more women are inducted into the positions of decision-making in higher education. Women can bring fresh perspectives on leadership within the institutions and in society as a whole (Rajput, 2002). They could encourage elimination of institutional gender stereotypes, redefine power and power structure of the institutions, enact gender positive policies, raise awareness and take proactive stand on various issues affecting women in the academic

community. Gender issues in higher education management must be recognised as a challenge and women can provide vital inputs into decision-making and that should lead to overall and sustainable human development with gender justice.

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# Role of Women in Educational Management in Pakistan

## Introduction

Education in Pakistan is primarily a provincial subject. However, according to '1973 Pakistan Constitution', education has been put in the concurrent list. The federal government acts as an overall policy-making, coordinating and advisory authority. The federal Ministry of Education is headed by the Education Minister and is assisted by a Secretary, who is a senior civil servant. The federal Education Ministry consists of several wings/sections headed by Joint Secretaries and Joint Educational Advisors assisted by the Deputy and Assistant Secretaries with support staff. The Educational Advisors mainly deal with academic matters and the Joint Secretaries with administrative matters.

In each province, Education Department is headed by the Education Minister. The Secretary of the provincial Education Department is also a senior civil servant responsible for overall effective functioning of the Department. The provincial Secretary is assisted by the Additional Secretary, Deputy Secretaries and Section Officers along with support staff. Each province has

several Divisions and Districts. The head of each Division is called Director of Education (School/College) assisted by staff for implementation of the education policies and programmes. At the district level District Education Officer (DEO), along with Deputy Education Officers and supervisory personnel, looks after inspection and supervision of educational institutions.

## Role of Women in Educational Management in Pakistan

Since the dawn of Pakistan, the successive governments have given due emphasis on the development and promotion of women leadership in the country, in general, and educational leadership, in particular. Women leadership ranges from a primary school headship to head of any educational organisation at the federal, provincial and district levels. At the federal level, the present women Education Minister herself is a role model for the rest of female managers in the country. Also the Education Ministry has a good team of senior women education managers who are working closely with their male counterparts. The women managers are equally efficient, hardworking, committed and effective decision-makers.

They have played a significant role in policy formulation and vision building of education in Pakistan. The current education sector reform strategy (2001-2004) seems to be based on 'gender sensitivity' underlining the principles of equity and equality.

At the provincial level, equal opportunities are offered to females to take up leadership role in the development of education. As a result, women have all the opportunity to become provincial Education Ministers, Secretary of Education and senior educational managers, heading institutes/organisations at provincial levels. They have equally contributed towards the development of education in the provinces. A good number of women happened to be Directors of School/College Education at provincial and divisional levels. Some of them were appointed as Joint or Deputy Directors. For example, prior to dismantling the centralized educational system, there used to be a woman Additional Director of Schools in Karachi region. In the public sector, a separate seniority list of women managers for promotion is maintained so that women are not deprived of senior positions in educational management. This has obviously helped women to reach top level posts in education department. For instance, in two of the provinces, women are currently occupying positions as chairpersons of the Provincial Education Foundations which are considered as apex developmental institutions in the country. Although these positions are too demanding, the women managers are managing and leading their organizations quite effectively through their visionary and facilitative leadership.

Following radical educational reforms in 2000 in Pakistan, female leadership is also coming into being at the district, tehsil and union council levels. Even in some of the districts, some positions of district nazims (mayors) are occupied by women. Similarly, women are also found as Executive District Officers of District Education Departments. At the district level, separate positions of District Education Officers for boys and girls have been created to deal with their education respectively. Below the district level, separate positions of Deputy and Assistant District Officers for women have been created to manage girls' education effectively. Women supervisors and learning coordinators are also engaged in the effective supervision of education of girls schools. In the country, there are separate primary and secondary/higher secondary schools for boys and girls. Girls' schools are normally headed by women and boys' schools by male head-teachers and deputy head-

teachers, but sometimes even boys' schools are headed by women head-teachers.

Women teachers teach in the primary and secondary boys' schools but their counterparts are not allowed to teach in the girls' secondary schools, however, male teachers do teach in the girls' primary schools. Recently, the provincial and district governments have started replacing male teachers with women teachers in all primary schools. Women head-teachers seemed to be efficient but they suffer from the lack of professional management and leadership skills. Both male and women head-teachers' management practices do not appear to be different from each other since they all learn management skills on-the-job, by observing their seniors. There is a generally held opinion in the society that girls' schools are managed more effectively than boys' schools. In the recent past, girls, especially from urban areas, have also performed well in the Board Examinations in the country. Both male and women head-teachers tend to deal with three major tasks. These include (a) academic; (b) administration; and (c) finance/development. They spend more time on 'administration' than 'academic' or 'pedagogical' matters as compared to their counterparts in private sector. (Simkins et al., 1998). It has been observed in Pakistan that the majority of women school leaders seemed to be interested in the achievement of developmental task rather than aspiring for these titles. They are good at creating practices of cohesion, egalitarian, togetherness.

### **Challenges of Women's Role in Educational Management**

In the context of Pakistan, a 'glass ceiling' for women educational managers, especially from middle and low socio-economic background, still exists which needs to be broken through equitable gender policies. Although no systematic study has been conducted as yet from the women perspective to understand the role of female leadership and their challenges in Pakistan, a general impression indicates that the overall environment does not encourage women to accept educational leadership positions at various levels. Since the Government policies seem to be based on 'gender sensitivity', women are being provided with equal opportunities to take on leadership roles as heads of any kind of educational institutions. While women are interviewed for any position, it is ensured by the government that the interview panel should have equal representation of male

and women members. In addition, women have good representation in provincial and national legislative assemblies. In the past, women have even served as the Prime Minister of Islamic Republic of Pakistan twice, Deputy Chairperson of the Senate, provincial Governors, Federal Secretaries and Ambassador in foreign countries. However, women managers still face the following challenges:

- There is a generally held opinion among the community of educational leaders that women coming from middle and low socio-economic background face lot of stumbling blocks during their progression as compared to women from elite background. Women from elite background seem to have ample opportunities to compete for senior leadership positions in the country because of their good academic and professional background, high social and economic status, access to information, adequate resources, and mobility. Sometimes 'The Queen Bee Syndrome' (Edson, 1988) is also found among women managers which does not support the advancement of other females.
- Culture of 'male-dominated' management has been considered as one of the major impediments for women to take on leadership role. Therefore, the majority of women managers do not challenge their male counterparts' views during the meeting and professional settings. This does not leave good impression about women's effective participation in the meeting; sometimes they are labelled as 'passive' participants. This also creates frustration among the women managers. Sometimes, an element of shyness, humbleness and politeness also affect their participation in the meeting.
- As compared to males, women seem to have multi-level social responsibilities in the society and they prefer to take managerial roles at micro (school or college) rather than macro (department) level. They take such roles because they consider them 'light' and 'not demanding' in terms of their time and spatial mobility. However, this cannot be generalized.
- Women tend to consider educational management as a male-dominated profession since they are expected to be 'tough' and 'authoritarian' and the majority of women managers do not prefer to act in that way. It has been observed that women do not get opportunity to serve as educational leaders in the relatively large schools/educational organisations.

- Women prefer to serve as educational managers at places which are closer to their homes because of their engagement in the multi-farious social responsibilities.
- In the public sector, there are some institutions like National Institute of Public Administration and Staff Colleges to train officers for various departments but there is no dynamic academic institute to prepare educational managers and leaders, especially women for various roles in the federal Ministry of Education and Education Departments at the provincial and district levels.

## Conclusion

Concerted efforts are to be made to facilitate women's participation in educational management in the country. Literature on women in educational management indicates that women educational managers are caring, visionary, facilitative organisers, and are task-oriented. However, more research is required to understand women's perspective on educational leadership and management that can contribute to the body of knowledge in the field of educational leadership. It has been noticed that only few women educational managers have charismatic attributes and styles.

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# Role and Status of Women in Korea's Educational Management

## Introduction

The changed educational management environment has altered the role and status of educational managers. The advent of a knowledge-based society, the building of an informatic system, the increased demand for education and the need for participation of stakeholders constitute some of the major external factors that tend to influence transform the role of educational managers the world over. Likewise, the makeover schools and teachers from knowledge providers into knowledge explorers, promulgation of students' right to education, the emergence of school-based management system including introduction of a school governing body, invigoration of the teachers' union and expansion of a horizontal culture are the main internal factors at the school level to create new demands on educational managers.

Under these circumstances, while parent's and local communities' demands have become more diversified, and the expectations from the education system have been heightened, the conflicts arising from the divergent interests of the members of school organisations have become more entrenched; all of which have led the role and status of educational managers to be challenged. As such, it has become necessary for educational administrators and managers, including principals in their capacity as the CEOs of school units, to adopt an educational management system that helps overcome the new challenges in the prevailing educational situation. The changing educational scenario and its management demands need to be urgently addressed.

The main roles of educational managers, irrespective of their sex, are to plan, organise, coordinate, evaluate, make decisions, and communicate during the process of managing the educational system. However, *prima facie*, women educational managers have been granted a different status than their male counterparts. This paper analyses the present status of female managers in the Korean educational management system, in this 3F era (feeling, female, and fiction), and also introduces the measures needed to facilitate women's role as educational managers in the future, by analysing the obstacles faced by women leaders attempting to enter the educational management field.

## Present Status of Women in the Educational Management System

The number and proportion of women teachers in Korean elementary and middle schools has rapidly increased over the last half century. In elementary schools, the number of women teachers had increased from 20,207 (25.5%) in 1965 to 96,883 (68.9%) in 2003. In middle schools, the number of women teachers increased very significantly to 60,674 (60.8%) in 2003 from 3,078 (16.1%) recorded in 1965. Finally, the number of high school women teachers has increased from 1,250 (8.9%) in 1965 to 42,307 (36.5%) in 2003.

Unlike this impressive increase in the number of women teachers, the ratio of women managers in high positions, whose duties are to introduce and implement school policies, nevertheless is very low. The ratio of women principals and vice-principals, who can be regarded as the CEOs of schools, has gradually increased, from 8.4% in 2001 to 9.0% in 2002 and to 9.6% in 2003. The ratio of women principals (elementary, middle, and high school levels combined) has remained steady at 7.4% from 2001 to 2003, while the ratio of women vice-principals has slowly increased from 9.8% in 2001 to 11.8% in 2003. As such, the ratio of women educational managers, including principals and vice-principals, is only 9.7%, indicating that women's participation in the management of schools remains low.

The ratio of women in the professional education field, such as school inspectors and researchers responsible for establishment and implementation of education policies as well as educational coordination and inspection, increased from barely 4.2% in 1983 to 17.1% in 2002. Although the ratio of lower ranking school inspectors and researchers reached 20%, the ratio of high-ranking women school inspectors and researchers is still very low, at only 7.2%. The ratio of low-ranking women school inspectors and educational researchers increased, as a result of these positions increasingly being filled through the use of open selection procedures, such as written tests and interviews since the 1990s. However, it has been difficult for women to become high-ranking school inspectors and researchers,

as the superintendents of educational offices have been responsible for filling these positions. The fact that the majority of teachers in schools are women whereas majority of principals and vice-principals are men shows a clear pattern of lower positions being given to women, while top-positions are reserved for men. Thus, although the number of women educators has risen constantly, the status of women in educational organisations remains low. Such a phenomenon could also have indirect effect on students as they are educated in a system that unconsciously reinforces gender discrimination. Therefore, the possibility of gender-equal educational programmes and methods, being watered down or done away with altogether, to eliminate the gender disparity is essential.

An analysis carried out by the Ministry of Education, on the effect of increase in women teachers on individual schools, found that many principals were actively attempting to recruit more male teachers for their schools. In fact, some 50% of elementary and middle school principals admitted that they had, at one time or another, tried to recruit male teachers. While school managers (principals) preferred male teachers, the educational activities undertaken by women teachers were given high marks. In the case of elementary schools, students with female home-room teachers preferred women teachers to their male counterparts; identifying their participation and the kindness with which they explained things to the class as two of the factors that set female teachers apart. When asked if their teacher often gave them compliments, and if they enjoyed learning in the class, the students with head women home-room teachers tended to grant their teachers higher marks. On the other hand, 80% of parents answered that they had no preference when it comes to the teacher's gender. These parents regarded such factors as their humaneness and personality, their affection for the students, and their sense of duty as a teacher as being more important.

Nevertheless, the fact remains that educational managers attempted to recruit male teachers to their schools because they regarded gender as an important factor for the distribution of work duties among teachers. The belief that male teachers can perform more work duties than women teachers is widely accepted, even among teachers. This mentality originates, and still exists from a need for male authority and physical strength in order to carry out many school-related work duties, besides several other work duties, for which educational managers preferred male teachers.

## Why There Are So Few Women Leaders?

There are many reasons why there are so few high-ranking women educational managers in Korea. First and foremost, the patriarchal nature of society has taken root within the educational organisations. Those responsible for administering promotions and operation of the personnel systems of these educational organisations are mostly men. Moreover, female teachers educated under this patriarchal system, their lack of career goals and leadership skills may also be other important reasons why there are few female leaders within the educational management system. In many cases, when time for promotion in the education field arises, a woman will allow a male teacher to be promoted ahead of her, or simply stated that she is satisfied with her present job in order to avoid having to take on the new responsibilities that come with the higher position.

The obstacles that prevent female teachers from being promoted to high-level positions, within the educational management system, can be summarised as follows:

- (i) The gap in the perceptions of male and female teachers is quite significant. Male teachers tend to think that the reason why there are so few female teachers who become high-ranking educational managers is that they simply do not have the desire to perform well to get higher positions. On the other hand, female teachers view that men teachers get preference within school organisations and the disadvantageous nature of the performance evaluation system as the main reasons why there are so few female teachers who become high-ranking educational managers.
- (ii) The extent of seniority needed for promotion has been increased despite the fact that there are very few female teachers who have worked for a long period of time. Further, the exclusion of parental leave from the calculation of one's seniority leaves women at a disadvantage when it comes to promotions.
- (iii) The process through which one goes from being a regular teacher to the professional education field has long been carried out in a closed manner. As the qualifications of school inspectors and researchers have not been clearly spelt out, the selection of people to fill these positions has been carried out by people with vested rights, once again, leaving women at a disadvantage. People have been selected for low-ranking positions in the professional education field since the 1990s through a public

selection system; however, high-ranking positions continue to be filled without the presence of such a system.

- (iv) The obstacles caused by preference for male teachers within educational organisations can be clearly seen in the appointment of assistant teachers and in the discriminatory performance evaluation system. The ratio of female teachers assigned to important departments within schools was found to be very low. There were very few cases where a female teacher received a top score on her performance evaluation, the decisive factor for teachers hoping to obtain a promotion.

### **Possible Measures to Promote Gender Equity**

Individual female teachers should strive to overcome the above-mentioned obstacles and to obtain high-ranking positions within the educational management system. Moreover, there is a need to introduce gender-equal-oriented institutions, such as, a woman principal quota system, in order to remove the social bias that women do not possess leadership skills.

- (i) Female teachers should go all out to remove the bias against them, by exhibiting their desire and sense of responsibility as well as developing their job capabilities.
- (ii) As there is no well-developed network system linking women teachers, and as exchange of information has not really become commonplace, women find themselves at a disadvantage when it comes to obtaining high-ranking positions within the educational management system. As such, there is an urgent need for all female teachers to cooperate with each other. In the U.S., women teachers' organisations and educational managers' associations have developed various programmes to facilitate women's entrance into the educational management field, and have provided financial support to help bring this about. Through such efforts, junior women educational managers will come forward.
- (iii) The Ministry of Education should introduce gender-equal educational policies, and display more interest in women's education.

- (iv) Basic conditions, such as a parental support system, should be provided so that women's social burden can be lessened, and men and women would share housework equally.

Consequent upon the emergence of the information-based society, women's leadership abilities are coming to be seen under a new light. Participatory and democratic leadership are now fast becoming a must in properly managing the flexible and horizontal organisations that have emerged in this new age. Moreover, women usually possess the compassion and democratic attitude needed in the current knowledge-based society. According to a study that analysed the differences between men and women managers, while men managers were found to have difficulty sharing information with their team members, women managers actively set aside time so that they could share the information with their team. Women care about other people's intentions and emotions, and tend to carry out their work duties more carefully. While this study proved that the leadership skills of men and women leaders are not very different, it also found that women managers tend to use more democratic, and less authoritarian, methods when they organise their work.

Thus, in order to enable women to become educational managers based on their merits, women teachers should develop more detailed career objectives, and strive to acquire the knowledge and job skills needed to carry out their diverse work duties as teachers. In addition, in this male-oriented society, it is necessary for women and especially women teachers, to develop close relationship with related organisations and to build in turn humanism-oriented ethos to share their concern and useful information. The government's policy should be concentrated on improving women's job abilities as well as their welfare. As the percentage of women in the Korean educational field is very high, the development of female teachers' job capabilities should be directly connected with the improvement of the quality of education.

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# Role of Women in Educational Management in Bangladesh

## Introduction

Women's participation at work, especially, their role in managerial positions has been increasing and gaining importance in recent years. It is beyond doubt that the work-force structure of most of the organisations across the globe, whether in public or in private sector, is changing very rapidly. Increased participation of women in modern professions is remarkable. In Bangladesh, large number of women are moving forward from home-makers to 'wage earners', from 'salaried employees' to 'entrepreneurs'. They do not only serve as typists and clerks in offices, several of them have risen to high ranks in decision-making positions in different levels of the education sector. However, the changing role of women and their participation in educational management is an important aspect that needs to be addressed properly and examined meticulously. This article is a simple attempt to present an overview of role and place of women in the managerial positions in education sector in Bangladesh.

## Women in Decision-Making Process

Although the scope and opportunities are limited, competitive and highly demanding, nevertheless, women are coming forward to be the contenders of managerial positions in public and private sector offices. In Bangladesh, women are exhibiting a high capacity and efficiency at different levels of educational management. Women's role and responsibilities at managerial levels are no less important than those of men. In fact, studies have found that women discharge their duties sincerely and efficiently, possessing a strong commitment towards their responsibilities, career as well as to the organisation they work for. Compared to their male counterparts, women have proved to be more meticulous, patient and cooperative. Women managers have better communication with people working with them, which is essential for motivating subordinates and for effective team building. In view of complexities in today's work place, where tasks require a high degree of cooperation among the people of different capabilities and personalities, indeed, the leadership qualities of women managers facilitate to uplift the staff morale and,

in that way, also indirectly enhance performance and productivity through healthy teamwork.

The proportion of women in administrative and managerial positions in Bangladesh has increased from 1% to 2% between the mid-1980s and mid-1990s. However, in spite of this increase, the number of women is still very small, particularly at top level positions in education management. The data about the managerial positions in different levels and in different organisations in the education sector in Bangladesh show that women represent a good proportion among research and education officers, albeit currently, the Ministry of Primary Education is having a woman Secretary.

The presence of women is not significant in the higher and middle level educational management positions in Bangladesh, though the number of women in position is far less than the actual available positions (See Table 1). As per the available data, only about 14% of the 21,009 positions are women. The Secretary of the Ministry of Primary Education is a woman. She is the single female person who has claimed one of the highest administrative positions in Bangladesh. At present, no other woman is seen in the top-most administrative positions like Secretary of the Ministry of Education, or Director General & Directors under the Ministry. This happened not because women are less qualified than their male counterparts but because the number of women is relatively much less at the very entry level. The situation, however, is changing at lower levels; it is found that a significant number of head teachers in primary and secondary schools and superintendents in the Madrasahs are women.

Moreover, there are qualified and experienced women in non-conventional fields like consultancy, project planning, policy making in educational management and administration, though this number is not large. The women officers in different educational institutions and teachers in educational institutions are performing efficiently and are implementing the schemes as needed. Women, for example, holding position in education ministry as a Joint or Deputy Secretary, or a Director/Deputy Director of different levels of educational organisations have proved to be effective in performing their responsibilities even though their number in these



high-rank educational managerial positions is very few. They have already proved themselves as good organisers by setting good role model.

The latest data show that there are 2563 women head teachers, out of a total of 15,526 in non-government secondary schools. Such a figure represents a challenge to men's historical numerical dominance in the field of educational management. Women head teachers in school provide direction and leadership in day-to-day management of educational activities. They set educational standards and goals and establish the policies and procedures to carry them out. They also supervise and support staff, teachers, counsellors, librarians, coaches and others. They develop academic programmes; monitor students' educational progress; train and motivate teachers and other staff; manage guidance and other student services; administer record keeping; prepare budgets; handle relations with parents, prospective and current students, and the community; and perform many other managerial duties. In the institutions like secondary or primary schools in Bangladesh, mostly the women head teachers perform their functions even without minimum support system.

## Conclusion

In brief, it may be stated that women's role in educational management is changing from passive operators to active decision-makers and performers, which is resulting in their positive contribution to the cause of education. Although their mobilisation for managerial activities seems to be rather difficult, it is desirable to encourage women to empower themselves to accept the challenges of managerial roles in education to perform better.

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**Table 1: Managerial Positions vis-a-vis Female Managers in the Education Sector in Bangladesh**

Name of the Positions	Total no. of	Women in
Institution	Positions	place
Ministry of Secondary and Higher Secondary Education		
Secretary	1	none
Add. Secretary	1	none
Joint Secretary	3	1
Deputy Secretary	6	1
Asst. Secretary	16	3
Ministry of Primary Education		
Secretary	1	1
Joint Secretary	2	none
Deputy Secretary	4	none
Assistant Secretary	8	2
Deputy Planning Chief	1	none
Directorate of Secondary and Higher Education (DSHE)		
Director General	1	none
Directors	4	1
Deputy Directors	8	2
Assistant Directors	13	3
Research Officers	5	2
Education Officers	7	6
Directorate of Primary Education (DPE)		
Director General	1	none
Directors	5	none
Deputy Directors	11	5
Assistant Directors	28	8
Research Officers	16	12
Education Officers	19	13
National Academy for Educational Management (NAEM)		
Director General	1	none
Directors	4	1
Deputy Directors	6	3
Assistant	15	5
Directors	12	2
Training Specialist		
National Curriculum and Text Book Board (NCTB)		
Member	3	1
Deputy Secretary	2	1
Chief Editor	1	1
Editor	6	5
Co-Editor	5	1
Senior Specialist	9	5
Teacher Trainer	3	3
Secondary School Head Master		
Government School	314	115
Non-Government School	15,526	2563
Secondary Madrassa Superintendent		
Government School	3	none

Note: This Table has been prepared based on the list collected from the respective Directorates. Information of all educational organizations could not be collected. The available data of the key organizations are highlighted only.

## ANTRIEP Workshop on Successful School Management

The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) started, some eight months ago, a research programme on "Successful School Management". Its main objective is to identify programmes, strategies and devices adopted by the school managers to make their school effective, and to examine the ensuing policy implications. Nine member institutions from Bangladesh, Nepal, Malaysia, The Philippines, India and Pakistan undertook a series of detailed qualitative case studies of selected schools based on a common framework and research instruments. A workshop was organised in Kathmandu from 15 to 18 December, 2003 to review the draft case study reports; to allow each team to work on their case studies; and to plan for the further stages of this programme.

Participants from 12 ANTRIEP member institutions, including the nine, who conducted the case studies, participated in the workshop. In addition, some staff members of the Nepalese Ministry of Education also took

part in the workshop. The discussions were lively and enriching.

After the opening session, each institute briefly presented the sample selection process and the methodology it had undertaken for data collection and analysis, followed by detailed presentation and discussions on the elements identified as contributing to successful school management based on what each institute had learnt from its case studies. A synthesis of the preliminary findings and ANTRIEP's programme of 2004 were discussed.

The workshop's local organization was done by the National Commission of UNESCO, Government of Nepal. The workshop was financed jointly by the UNESCO participation programme and the World Bank, through its development grant fund to the IIEP.

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## News from Member Institutions

### **Korean Educational Development Institute (KEDI)**

*Seoul, Korea*

- KEDI hosted Eight Nations Education and Research Project (ENERP) Seminar on "High School to College Transition" during Sep. 23-26 at Seoul, Korea. Invited experts from the member countries of ENERP presented each country's current practices and problems related to high school to college transition.
- The 7th KEDI-UNESCO Joint Seminar sponsored by Korean Ministry of Education and Human Resources Development was held in Seoul, Korea on 'Asian Approaches to Life Skills' during December 9-12, 2003.
- In July 2003, the World Bank/Global Development Network(GDN) awarded the Korean Educational

Development Institute(KEDI) with US\$310,000 from its 2003 Fiscal Year Development Grant Facility. The purpose of the grant is to stimulate more education research in developing and transition countries; to utilise local analytical capacity, and to raise the research knowledge of educational policymakers. For more information about the research grants and the project, contact Dr. Jai-Seok Kwak (e-mail:kjs@kedi.re.kr),

- A study "**Development of Performance Indicators on Higher Educational Institutions System**" aiming to clarify factors that are embedded in each stage of higher educational institutions system, and to make them into indicators for system diagnosis involving an in-depth analysis of performance indicators in major countries including U.S. U.K. Japan, and Korea was conducted.

## **Bangladesh Rural Advancement Committee (BRAC)**

*Dhaka, Bangladesh*

- Undertook a research study aiming to see how do some primary schools in Bangladesh succeed despite the constraints under its ESTEEM project Directorate of Primary Education (DPE). Fieldwork for this study is underway in six government and non-government registered primary schools located in six different areas in the country.
- The Education Watch Report 2002 titled 'Literacy in Bangladesh- Need for a New Vision' was published and launched in August 2003. It is a joint work of BRAC and CAMPE. BRAC provided the research support and CAMPE worked as secretariat of the initiative.

## **National Council of Educational Research and Training (NCERT)**

*New Delhi, India*

A Study Tour Programme for Educational Personnel and officials from Ministry of Education from Nepal was organised during 13-24 October, 2003. The major objective of the programme was to acquaint the visiting team with the educational programmes and practices in women literacy, and activities of the institutions working in the field of women literacy and adult literacy.

## **The Aga Khan University (AKU) - Institute for Educational Development (IED)**

*Karachi, Pakistan*

- The Aga Khan University-Institute for Educational Development (AKU-IED) held a three-day international conference on "Impact: Making a

Difference" from August 28 to 30, 2003 on the occasion of its 10th founding anniversary. Prominent educationists and academicians including from University of Hong Kong, and Dr. Stephen Ontario Institute of Studies in Education, University of Toronto, and M.Ed. graduates of AKU-IED from diverse regions were invited to the conference.

- The impact research study seeks to undertake cases studies of schools where there have been substantial programmatic inputs made by the AKU-IED over the past ten years of its existence. The research question seeks to ask: What is the impact of IED led school improvement activities on schools and why? The subsidiary questions further seek to elaborate on: how, if at all, has the school changed over the last five years?; what were the processes that led to the change?; and what were the factors that supported or inhibited change? Studying the school as a unit involves thorough qualitative approaches including in-depth observation and interviews.

## **National Institute of Educational Planning and Administration (NIEPA)**

*New Delhi, India*

- Organised two-week orientation programme on School Supervision and Study Visit for Coordinators of Primary Education Project from Sri Lanka during July, 2003.
- The XX International Diploma programme in Educational Planning and Administration will commence from February 1, 2004 at NIEPA, New Delhi. About 40 trainees from 24 countries are likely to take part in this programme.

The next ANTRIEP International Seminar on **Successful School Management in Asia** will be held at the South-East Asian Ministers of Education Organisation, Regional Center for Educational Innovations and Technology (SEAMEO-INNOTECH), Diliman, Quezon City, The Philippines from July 5-7, 2004.

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| <ol style="list-style-type: none"><li>1. National Academy for Educational Management, (NAEM) Dhanmodi, DHAKA - 1205, Bangladesh</li><li>2. Campaign for Popular Education (CAMPE), 4/6 Block-D Lalmatia DHAKA - 1207, Bangladesh</li><li>3. Shanghai Institute of Human Resource Development (SIHRD), 21 North Chaling Road, SHANGHAI - 200032, China</li><li>4. National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, NEW DELHI - 110016, India</li><li>5. National Institute of Educational Planning and Administration (NIEPA), 17-B, Sri Aurobindo Marg, NEW DELHI - 110016, India</li><li>6. State Institute of Educational Management and Training (SIEMAT) ALLAHABAD, Uttar Pradesh, India</li><li>7. Balitbang Dikbud Centre for Policy Research (Puslit Penelitian) Office for Educational and Cultrual Research &amp; Development (Balitbang Dikb) Ministry of Education and Culture, Jalan Jenderal Sudirman, Senayan JAKARTA - 12041, Indonesia</li><li>8. Korean Educational Development Institute (KEDI) Umyeon-dong, Seocho-Gu, SEOUL, Korea</li><li>9. Research Centre for Educational Innovation and Development (CERID), Tribhuvan University, Tripureshwar, KATHMANDU, Nepal</li><li>10. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal</li></ol> | <ol style="list-style-type: none"><li>11. Academy of Educational Planning and Management (AEPAM), Ministry of Education, Sarya Chowk, G-8/1, ISLAMABAD, Pakistan</li><li>12. National Institute of Education (NIE) Department of Education Mangement Development (DEMD), Box 21, MAHARAGAMA, Sri Lanka</li><li>13. International Institute for Educational Planning (IIEP), 7-9 Rue Eugene-Delacroix, 75116 PARIS, France</li><li>14. South East Asian Ministers of Education Organisation, Regional Centre for Educational Innovation and Technology, SEAMEO INNOTECH, P.O. Box 207 U.P. Diliman, QUEZON CITY, 1101, The Philippines</li><li>15. Centre for Multi-Disciplinary Development Research (CMDR), D.B. Rodda Road, Jubilee Circle, DHARWAD - 580001, Karnataka, India</li><li>16. Bangladesh Rural Advancement Committee (BRAC), 75, Mohakhali Commercial Area DHAKA - 1212, Bangladesh</li><li>17. Institut Aminuddin Baki (National Institute of Educational Management), Ministry of Education, Malaysia Sri Layang, 69000, Genting Highlands PAHANG, Malaysia.</li><li>18. The Aga Khan University-Institute for Educational Development, (AKU-IED)1-5/B-VII, F.B. Area, Karimabad, P.O. Box 13688, Karachi- 75950, Pakistan</li></ol> |
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